

D1.3 Piloting Report – Greece

- FINAL -

Final Version (HAEd)

February 2015

In Greece the piloting process followed the planned structure of the project, divided in three phases:

- Definition phase: Self-Assessment, defining goals and improvement opportunities
- Achievement phase: Sharing experiences and support to innovation processes
- Evaluation phase: appreciating achievements

Through the Programme for School Innovation (PFSI), already described in the D1.3 Synthesis Report, p.19-20, schools were invited to take part in the Q4I project. Some selection criteria (e.g. schools with experience in programmes, active in the last 3 years, interested in European projects, active teachers) were set in order to help the recruitment of schools.

Within the Programme for School Innovation (PFSI) a special session was held to introduce it (e.g. project tools, Q4I model, invitation, website, SAC). An experienced trainer was launched as the facilitator for the Q4I project and gave the necessary guidelines for the completion of the Self Assessment Questionnaire (SAC). The trainer also helped the teachers to understand the objective of the SAC through the 4 engines of change, to map the school's needs through the SAC, to discover and realize its strengths and weaknesses and finally to set the objectives and plan the activities.

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Through the invitation to schools to participate in the Q4I project, 7 schools accepted. to take part in the piloting phase. They are the following:

- Byron College the British International School, Athens
- 5th Gymnasium, Ioannina
- 2nd Gymnasium, Kilkis
- Aristotelio Lyceum, Thessaloniki
- Aristotelio Gymnasium, Thessaloniki
- 5th Kindergarden, Kalivia, Pella
- A' Arsakeio Gymnasium, Athens

1. GENERAL DATA

No of schools involved: 7

No of head teachers involved: 6

No of teachers involved: 57

No of different school classes involved: 22

No of pupils / students involved: 479

No of parents involved: 50

No of peers involved: 0

No of external supporters involved: 12

No of learning activities conducted: 8

Lengths of activities (please describe): 4-9 months

Type of schools involved: **14%** Primary **14%** Upper Secondary **71%** Lower Secondary

Location of schools involved: **86 %** Urban **14%** Rural

Socio-economic situation

of the students: **0%** Low **57 %** Average **43 %** High

2. PLANNING REPORT OF SCHOOL ACTIVITY

A. Characteristics

Time: The activities lasted from 4-9 months

Technical or other requirements:

- internet connection
- computers
- tech labs
- cameras
- interactive whiteboards
- computer lab

Engines of change:

All four engines were used from the 7 Greek schools. Mostly engines 2 & 3 (ICT = Information & Communication Technologies , CREATE = Creativity & Innovation).

B. Objectives:

- The purpose of our project is to raise awareness of our host country, Greece, and to promote a healthy lifestyle
- To offer our pupils a cross-curricular learning experience
- Familiarity with the tools offered by ICT and test new ways of communication between students and teachers.
- Development of the school unit in e-infrastructures.
- Cultivating collaborative skills.
- Improving relations between pupils and teachers
- Pupils will increase their school performance
- To create multimodal texts (new literacy)
- To foster self-motivation, initiative and creativity
- Enriching their experiences through creative exploration
- Helping the pupils overcome negative emotions and prejudices through 'knowledge ' and the experience of visiting

C. Planning for the assessment of the achievement of the objectives set:

In order to assess the achievement of the objectives set for each educational activity, schools have adopted a number of methods and tools. Among them are:

- Assemblies, Project's Portfolio, Displays
- Hetero-evaluation
- Final evaluation from the participants
- Final presentation
- Student's portfolio
- Cooperation with the psychologist
- Conversation with the parents
- Quality of project deliverables
- Final questionnaire to assess pupils attitudes on this experience and decide whether to continue next year
- Monthly reflective meetings between students
- Active participation of children
- Experiential learning
- Sessions among stakeholders during the implementation of the action, both in person and electronically
- For the final assessment, questionnaires will be distributed to students, their parents and teachers involved, aiming to evaluate the activity and investigate any possible failures.

D. Description:

1. *Byron College the British International School, Athens*

The project is based on one of the themes from the UK PSHE curriculum: Healthy Lifestyle and is named 'The Olive Tree'. The Olive Tree project will take place as a whole-school cross-curricular project in which we all, teachers and pupils alike, will take part. The project has been initiated and will be organized by the Humanities and Social Sciences Department.

2. *5th Gymnasium, Ioannina*

The educational value of the interactive whiteboard is localized predominantly to the accompanying software and applications software. The digitized educational material produced in the classroom is sent to the e-learning platform. Then follows the asynchronous content sharing, for anyone who wishes to do so. The Moodle platform will be installed in a server and network communications platforms smf will also be established. Then the coordinators will create e-mail addresses for all students and teachers of the school. During the piloting were selected specific courses of Religion, Geography, History, Ancient Greek language, Mathematics and Informatics. In the course of Informatics will be produced complete material for the third class of the Gymnasium in the e-learning platform.

3. *2nd Gymnasium, Kilkis*

The transition from elementary to secondary education, has long occupied the school community most of the times only in a scientific level, through workshops and conferences and almost never in practice. Our proposal aims at the smooth transition of students from elementary school in high schools and at the same time at the same reception from students of high schools. Our activity will take into consideration education (connection to curricula, familiarization with new courses), socialization (relations between students, school violence prevention, implementation of joint actions experiential) and familiarization (school operating regulations, school grounds, curriculum, extracurricular activities).

4. *Aristotelio Lyceum, Thessaloniki*

Students of Technological Positive - direction show little interest in a subject, which is not helping them for direct admission to the University. In order to create a positive climate in the classroom during instruction for both the teacher and for the pupil, we propose the creation of glog. The students were divided into groups searching for new material apart from the material of the textbook, and two students appointed by the plenary of the order to build the glog. As a result, through a modern way of teaching history the goals and objectives that education should set have been realized.

5. *Aristotelio Gymnasium, Thessaloniki*

Apart from the teacher responsible for each class, the mentor will help to face more efficiently all possible problems concerning each individual pupil. The pupil addresses the mentor for any problem or issue concerning him/her. The mentor is responsible for organizing sessions with pupils on a regular basis. These meetings, when necessary, could take place with the presence of Counseling Psychologist and in some cases, and parents of pupils. In each session there will be a list of the problems discussed as well as the concerns of pupils.

6. *5th Kindergarden, Kalivia, Pella*

The original idea for this activity came from the a specific nationwide action part of the broader program "Environment and Culture 2012 ", by the General Secretary of Culture. We adopted the necessary methodology for kindergarden kids and then we informed the parents for our activity. We started with the narration of the tale "The Little Painter rocks" and started collecting relevant material and information for our project, according to our role (students and teachers). Every day we had a new feedback from the information collected. According to the panning of the activity, at the end of the school year we will present the play "Livistros and Rhodamne" with ivory towers and gardens. On the same day we will present the results of our action to parents.

7. *A' Arsakeio Gymnasium, Athens*

1. The pupils approach the literary text through creative reading, creative writing and digital storytelling. Guiding and inspiring role in this process plays the teacher. By February 2014, the different teaching approach applied only to specific poetic texts (poems primarily of C.P. Cavafy), as the instructor considered that the content and form of the poems were more "close" to the experiences and concerns of the pupils. Pupils are required, within a specified time, to create their own text in response to the poem they have read. A number of alternative proposals for the text creation are given, in order to help the uneasy pupils. They present their creations in the plenary and they are evaluated (both self and external). Their creations will be posted on the wiki, for which the group of creative writing is responsible.
2. Students will explore and cultivate their potential to work together to achieve a common goal and produce a product designed exclusively by them in all stages: an online newspaper that interests them and is formed depending on the timeliness and their daily lives. The editorial board will be updated gradually, through special workshops and meetings with experts (e.g. photographers, graphic designers, journalists, editors, advertisers, etc.) in order to understand the whole production process, composition and suspension of an electronic newspaper. They are

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also responsible to mobilize all the school's students to contribute and promote the newspaper to all through email addresses of parents and students with a specially designed newsletter.

3. IMPLEMENTATION AND ASSESSMENT REPORT OF SCHOOL ACTIVITY

A. Characteristics :

Member of the school community involved

Teachers, head teachers, pupils, parents, external supporters, no peers.

Related subjects / area of school life:

- Art, classical civilization, English, science, business & economy, drama, history, psychology
- Operator School, Extracurricular Activities, Psychosocial Health Counseling
- Ancient Greek, Modern Greek, Mathematics, Natural Sciences, School Social Life, School vocational guidance
- History of the Medieval and Modern World 565- 1815
- Science
- Information
- Social sciences
- Technology
- Local History
- Physical
- Biology
- School Vocational Guidance
- English, French, German, Modern Greek Language, Literature, Mathematics, Geography, Biology, Creative Writing, Music
- Literature, Creative Writing, Language, Information

B.Implementation & C. Assessment:

Difficulties or problems:

- the co existence of pupils from primary and secondary schools
- no multipurpose room available in the school
- difficulty in finding free common time for cooperation
- bad weather conditions prevent some designed outdoor activities
- lack of trust in the beginning between pupils and teachers

- the assessment instrument was difficult to be applied for a short period of implementation

Amendments to the original planning:

All seven schools got involved from the beginning of the piloting process, even though the school year had started and had already planned the school's activities. None of them made any serious amendments to their original activity plan. In some cases, such as the 5th Gymnasium, Ioannina and the 5th Kindergarden, Kalivia, Pella, some changes were made due to the weather. As a result some outdoor activities were cancelled, but this did not affect the implementation or the success of the activity.

Suggestions for improvement:

- The dissemination of the Q4I project.
- the piloting results should be the start of introducing the project to other schools and maybe adopting some of the proposed methods.

D. Development and integration into school life:

The whole activity was not only presented in some workshops-events, but also gave the opportunity to students to take action for contemporary issues. Through their own digital stories. (5th Gymnasium, Ioannina)

In most of the schools the vast majority of the teachers, apart from the core team, were involved. The activity will be integrated in all High School classes, as the mentor teacher will be the same for the three years (Aristotelio Gymnasium, Thessaloniki).

In the A' Arsakeio Gymnasium in Athens, the teachers aspire to the next school year to expand the 'experiment', to engage in this and other writers but also to attempt such an alternative approach in the specific course of Greek Literature.

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4. SELF ASSESSMENT QUESTIONNAIRE

All schools have filled the SAQ (both in doc and pdf form).

All data are in MS-EXCEL form

5. ANNEX 1. SUPPORT TABLES – TABLE 3. IMPROVEMENTS, ENGINES AND SCOPES)

	IMPROVEMENT	ENGINES OF CHANGE ¹	SCOPE ² (WHERE THE IMPROVEMENT WILL TAKE PLACE)	TARGET GROUP / EDUCATIONAL LEVEL
Byron College the British International School, Athens				
1	Implementing a cross-curricular project at a whole school level	CREATE	ADCM, ACOM	Pupils – Reception, Foundation Stage, Junior and Senior School
5th Gymnasium, Ioannina				
2	Digital story telling	CREATE	ADCM, ACOM	Pupils –Junior High School
		ICT	ADCM, ACOM	Pupils –Junior High School
2nd Gymnasium, Kilkis				
3	Smooth transition from Elementary school to Junior High school	CREATE	AOFU,ACOM	Pupils – Elementary and Junior High School
Aristotelio Lyceum, Thessaloniki				
4	An alternative and more interesting use of schoolbooks and historical sources in teaching history.	ICT	ADCM, AOFU	Pupils –High School
Aristotelio Lyceum, Thessaloniki				
5th Kindergarden, Kalivia, Pella				
5	Improving relationships between teachers and pupils	ICT COMP	ADCM	Pupils –Junior High School, Teachers
		CREATE	ADCM, AOFU	

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6	Enrichment of activities concerning the glass	ICT	ADCM	Pupils –Early years Foundation Stage (EYFS)
		CULT		
A’ Arsakeio Gymnasium, Athens				
7	An alternative and more interesting use of schoolbooks and historical sources in teaching history.	ICT	ADCM AOFU	Pupils –High School
8	Communication with Cavafy’s poetry through creative writing and digital storytelling, understanding of Cavafy’s poetry, development of interpretative skills concerning Cavafy	COMP	ADCM, ACOM	Pupils –High School

Note:

¹ ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills

² SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training

7. ANNEX 1. SUPPORT TABLES – TABLE 4. FOLLOW UP SHEET FOR THE IMPROVEMENT ACTIVITIES

In all seven participating schools a variety of engines of change and scopes have been used.

The schools have completed eight improvement activities and they have used all four engines of change and three out of four scopes, as described in the Q4I project.

From the four engines of change, the most “popular” one is the ICT = Information & Communication Technologies followed by the CREATE = Creativity & Innovation. The least preferable engine is the CULT = Intercultural Learning Skills.

As far as the scope is concerned first in line is the ADCM: Curriculum Development & Methodology, followed by the ACOM: Community and the AOFU: Organizational & Operating. None of the schools used the APFO: Professional Development & Training scope.

The most popular combination of engine and scope is the ICT – ADCM and also the ICT – ACOM.

Among the success factors for each improvement activity schools stated the following:

- realistic and to the point guidelines from stakeholders outside the school
- involvement of pupils, parents, teachers
- more active participation of pupils
- team spirit building, working in groups
- big number of pupils were motivated
- some pupils felt more confident
- enthusiasm from pupils
- involvement of all teachers

On the other hand, some of the main barriers mentioned are:

- the co existence of pupils from primary and secondary schools
- no multipurpose room available in the school
- none
- difficulty in finding free common time for cooperation
- bad weather conditions prevent some designed outdoor activities
- lack of trust in the beginning between pupils and teachers

Another crucial issue for the success of each improvement activity is also the self – assessment indicator of the activity. This was measured through two different indicators:

a) the implementation degree. The results vary from 70 up to 95 for all schools, with the majority of schools reaching 95.

b) the impact reached. The results vary from 70 up to 95 for all schools, with the majority of schools reaching 95.